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contributions to checking the spread of aggression and to bring about the peace that South Vietnam and southeast Asia deserve."

Australian Government sources said the decision to send combat forces did not result from the visit to Canberra recently by U.S. Presidential Envoy Henry Cabot Lodge, who is touring friendly Far Eastern and Pacific nations to win support for U.S. policy in Vietnam. The sources said the Australian Cabinet had considered the idea of a more positive involvement for some time before Lodge's visit.

Last week's decision recalled a plan put forward late in February by U.S. Representative GERALD R. FORD, JR., of Grand Rapids, for winning the war in Vietnam without a major buildup of American troops.

The House Republican leader proposed that fighting men from several Asiatic nations be assigned to the defense of South Vietnam against the Communist Vietcong.

FORD had listed South Korea, Formosa, the Philippines, and Australia as countries he felt could contribute substantial numbers of troops to a joint force to defend freedom in South Vietnam.

"Those countries have just as big an interest as we do in keeping southeast Asia free," he said. "Maybe more so, since they are geographically closer to the war."

We observed at the time FORD made his proposal that the big question was whether other Asian countries would cooperate. We also noted that the answer couldn't be obtained unless the question were asked.

The fact that Australia announced its decision to send additional combat troops following and not before Lodge's visit to that country is significant. The timing suggests the possibility that representatives of the U.S. administration are now pressing the question raised by FORD's proposal more than 2 months ago.

A Personal Report: The Teacher and the Taught in the U.S.S.R.

EXTENSION OF REMARKS

OF

HON. BERNARD F. GRABOWSKI

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Monday, May 17, 1965

Mr. GRABOWSKI. Mr. Speaker, the article written by Mr. William Benton for the Encyclopedia Britannica 1965 Yearbook should do more than awaken the American people to the importance of education in the cold war.

It should make them realize that in order to form a better society and in order to maintain the growth and position of the United States as leader of the world, education is the essential in all endeavors.

To produce thinking men and women is not a process of stagnation, it is a process of constant stimulation, of constant exposure to new ideas.

Mr. Benton ably demonstrates this and the importance which another nation, the U.S.S.R., is attaching to the teaching of their youths.

The third chapter of the article follows:

A PERSONAL REPORT: THE TEACHERS AND THE TAUGHT IN THE U.S.S.R.

(By William Benton, former Assistant Secretary of State and U.S. Senator; presently U.S. Ambassador to UNESCO and U.S. member of its executive board; publisher and chairman, Encyclopedia Britannica)

CHAPTER III. THE THRUST OF SOVIET HIGHER EDUCATION

The Soviet universities train teachers. They also train research scientists "at the theoretical level." There were 33 Soviet universities when I first visited the U.S.S.R. in 1955. Now there are 40. This is almost one new university a year.

Engineers, physicians, agricultural experts, and other professionals are trained in specialized institutes. There are over 700 of these. They also train scholars in basic research. Only about 10 percent of Soviet students in advanced education attend the universities. The rest attend the institutes.

In December 1963 Vyacheslav Yelutin, minister of higher and secondary special education in the U.S.S.R., reported:

"At the present time there are more than 3 million students in higher educational institutions. The schools of higher learning will develop further in keeping with progress in science and technology. By 1970 the number of students will reach 4.7 million—that is, 1.4 times as many students in comparison with 1963. By 1980 there will be 2.5 times as many students in higher schools. This means the rate of training of high level specialists in the Soviet Union will exceed that of the United States even more than it does at present."

The 3,258,000 students enrolled in Soviet higher educational institutions in 1963 compared with 4,494,626 degree-credit students in the United States. (Yelutin questions this comparison; he told me he doubts that the first 2 years of undergraduate education in the United States should be classified as "higher education.") Of these enrollments, about 60 percent in the United States were full-time students, whereas only 40 percent were full time in the U.S.S.R. The Soviet plan for 1965, as delineated in a May 1963 order of Yelutin, called for an enrollment of 3,860,000. This projected an increase of 602,000 in only 2 years. However, only 1.6 million, or 41 percent, were expected to be full-time day students.

These increasing enrollments will require greater numbers of institutes and universities. During the years 1963–70, 23, new higher educational institutions are planned. Nineteen of these will be devoted to science and technology. Four will deal primarily with agriculture.

Because of the differences in structure between institutions of higher education in the U.S.S.R. and in the United States, it is impossible to compare precisely the number to whom degres are granted.

Yelutin gave me the following breakdown of student enrollment by specialization:

Forty-two percent in "the humanities." Most of these are preparing to teach—including the teaching of science—in secondary schools.

Forty percent are preparing to become engineers and technical experts.

Ten percent specialize in agriculture.

Eight percent are in medicine. ("More than 80 percent of these are women.")

Yelutin conceded, "You are still ahead at the higher level in many areas. You are ahead in physics, chemistry, biology, and mathematics. Yes, you have more students in these areas. We are trying to catch up with you. But we are definitely ahead in engineers. We are now seeking to increase the number of students in the natural sciences, but we have solved the problem of engineers."

In the Soviet Union, higher education has generally consisted of 5 or more years of full-time study, culminating in a "diploma" (diplom) degree. However, in the current year curricula have been shortened in a number of fields, including teacher education. In 1963 a total of 332,500 diplomas were granted by Soviet higher institutions, compared with 316,000 in 1962. American first-level (bachelor's and first professional) degrees, of which 417,846 were awarded in 1962, are generally based upon 4 years of undergraduate education. In the United States a master's or other second-level degree is generally obtainable with 1 or 2 years of additional study. This degree is intermediate between the bachelor's and doctor's degree. The Soviet system has no similar intermediate degree.

In 1963–64 there were 196,700 professional and teaching staff members in Soviet higher educational institutions, including about 500 academicians (the highest academic rank) in various special fields, 6,700 holders of doctor's (doktor nauk) degrees, and 59,000 holders of candidates of science (kandidat nauk) degrees. These groups include about 34 percent of the total number of scientific research personnel in the country.

In the United States, Government service and college teaching are lowly paid professions in a relative sense, but this is not the case in the Soviet Union. The Supreme Soviet recently adopted a law, according to Izvestia, increasing salaries of elementary and secondary schoolteachers an average of 25 percent in 1964 and 1965. But teachers in the field of higher education in the Soviet Union have been extraordinarily well paid, again in a relative sense, for many years. These high rewards, plus the prized reward of relatively greater freedom of action than most officials and plant managers enjoy, help explain the tremendous motivation of Soviet students to achieve success in the world of Soviet scholarship.

There are three grades of teachers in the higher Soviet institutes and universities: assistants, a rank approximately equivalent to an American instructorship; the docents, who are roughly comparable to our assistant and associate professors; and professors, who normally hold the doctor's degree. (The Soviet doctorate is far more difficult to achieve than in the United States and thus is nowhere near as common; most achieve it only in middle age, with exceptions for the fields where scholarship flowers early, such as mathematics and physics.)

The highest academic honor in the Soviet Union is membership in one of the academies, and academy members are known and addressed as "Academicians." Fourteen of the republics have their own academies. There are special all-Soviet academies in medical science, pedagogy, agriculture, architecture, and other fields. Each academy elects its own membership. The most prestigious of them all is the Academy of Sciences of the U.S.S.R. Membership in the Academy of Sciences is the highest scientific honor that the Soviet Union can bestow, and it carries with a substantial stipend. Most academy members receive a professor's salary as well. They are the highest paid, most honored, and most independent professional men in the U.S.S.R. They conduct or supervise basic research in all areas of science, and they are currently credited with the extraordinary success of the Soviet Union in rocketry, space exploration, and related fields.

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The Academy of Sciences runs the great research institutes. In these are concentrated most of the fundamental or theoretical research which in the United States is largely centered in our universities. The prestige of the 162 full members of the Soviet Academy of Sciences is at least comparable to that we bestow upon the president of Harvard or a Nobel Prize winner.

Our knowledge of how Soviet theoretical and applied scientific research are carried forward is not complete. But I think we can safely say that three bureaucracies carry on most research:

1. The Soviet Academy of Science and its reasearch institutes.

2. Universities and teaching institutes, with their research staffs.

3. Agencies of the various universities and ministries (e.g., for health, or the heavy industries), as well as institutes for various regions, with the laboratories and teaching institutes attached to them.

These three engage in some competition for personnel. However, in the monolithic society of the U.S.S.R. there is said to be even more competition for prestige. The lines of difference between basic or theoretical research, in which our universities specialize, and the applied research with which we identify the great laboratories of Bell Telephone and General Electric, for example—these lines are much more blurred and confused in the U.S.S.R. than in the United States.

Testimony in Support of the Freedom Commission Act

EXTENSION OF REMARKS
OF

HON. JOE R. POOL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Monday, May 17, 1965

Mr. POOL. Mr. Speaker, I should like to call to the attention of my colleagues the following testimony given before the House Committee on Un-American Activities on May 14, 1965, by the Honorable William C. Doherty, former Ambassador to Jamaica. Experienced in both labor and foreign affairs, Mr. Doherty is well qualified to evaluate the need of our Nation for the Freedom Academy.

His testimony follows:

STATEMENT BY WILLIAM C. DOHERTY BEFORE THE COMMITTEE ON UN-AMERICAN ACTIVITIES ON H.R. 2379, MAY 14, 1965

Mr. Chairman and members of the committee, my name is William C. Doherty. I am appearing today as a private citizen to testify in support of the Freedom Commission Act. My background and experiences have led me to take a particular interest in the subject matter of this bill. For 21 years I was president of the National Association of Letter Carriers and I was active in both the AFL and later the AFL–CIO. I am at present a vice president emeritus of the latter organization. In addition I served from 1962 to 1964 as U.S. Ambassador to Jamaica. It was my honor to be the first American Ambassador to that nation after it received its independence from Britain. With this background in both labor and foreign affairs, I have had occasion to observe the methods employed by Communists both in this country and abroad in their attempts to undermine free institutions and turn legitimate movements and innocent individuals into instruments for furthering their totalitarian purposes.

As is well-known to the members of this committee, the Communists have over a period of 40 years developed and refined a number of political warfare techniques to a high level of effectiveness. These techniques are taught to Communists from all over the world in a very extensive network of political schools within the Communist countries. The graduates of these schools then return to their own countries to staff Communist Party organizations and Communist front groups. They know how to write propaganda and how to reproduce and distribute it. They know how to couch their propaganda so as to appeal to various interests and attitudes among the target population. They know how to utilize groups which have goals only partially compatible with communism in campaigns which actually further the overall Communist program. For example, Communists often succeed in enlisting pacifists and democratic social reformers in movements which are actually aimed more at discrediting free governments and promoting Communist totalitarianism than at the limited and laudable goals to which they superficially appear to be directed. Graduates of Communist political schools know how to organize groups, how to arrange demonstrations, and how to transmute a peaceful demonstration into forceful "mass action." They know how to use limited slogans to enlist peasants in guerilla operations actually under Communist control.

Given favorable social and political conditions, such trained political experts can be effective out of all proportion to their numbers. In stable societies, such conditions are absent, and Communist movements degenerate into pitiable cliques of cranks and misfits, as we have seen in the United States and several countries of Western Europe. In the developing nations, however, which are going through the wrenching revolutions set off by the Western impact and the resulting drive for modernization, institutions are not stable, large groups feel that their interests are unrepresented, masses of people are confused and despairing, and here the conditions for effective political action by Communists trained in the appropriate techniques are all too frequently present.

In the years since World War II, and particularly in recent months and weeks, we have seen how dangerous Communist political efforts can be to the cause of democracy and pluralistic development in general and to the national interests of the United States in particular. Communist guerrilla and political action brought Mao Tse-tung to power in China. Adroit and energetic political action allowed the Communists to seize control of the democratic revolution which overthrew Batista in Cuba. A few months ago a rather small number of Communists trained in Cuba and elsewhere came very close to maneuvering Zanzibar into the Communist bloc, and the danger is by no means eliminated today. Most recently, a fairly small number of Communist agents, taking advantage of a people deprived of political experience by 40 years of reactionary dictatorship, captured at least partial control of an initially democratic revolution in the Dominican Republic, making necessary the intervention of American troops to prevent the installation of a dictatorship of the left. I want to say at this point that I commend President Johnson for his forthright action in stabilizing the chaotic situation in the Dominican Republic. His administration is taking a strong stand against communism in the Caribbean, just as he is in Vietnam, where the slightest sign of irresolution on the part of the United States could endanger the whole of southeast Asia.

However, one cannot help but speculate as to what might have been done earlier to prevent situations such as those in Vietnam and the Dominican Republic from degenerating to the point that military action was required to stave off Communist threats. Had free men dedicated to the cause of democratic reform and development been as well organized, as energetic, and as well trained in basic political techniques as were the Communists, it would have been democratic groups which organized the peasantry in Vietnam, and it would have been democratic forces which emerged as the focal point of action from the confused situation in the Dominican Republic.

Clearly, the free world must take steps to give those devoted to democratic action the training needed to overcome the threat of Communist activity. Democrats must learn how to organize student groups, labor unions, womens' clubs, political parties, and all the other organizations basic to effective political action. They must also learn the operating techniques of the Communists, so that free men can anticipate what the Communists will do, and use democratic action to defeat the Communists when they do begin to move.

The Freedom Academy offers one promising approach to this problem of training cadres for democratic political action. It would give a full-time staff the support needed to carry out research on Communist political techniques, on the curriculums of Communist political schools, and on the use made by local Communist parties of graduates of these schools. It would also allow the development of ideas and procedures for combating Communist subversion and building up the many free organizations required for a pluralistic democracy capable of carrying through true social reforms. The Freedom Academy could also instruct our diplomats, information experts, and aid advisers on Communist tactics in developing areas and on techniques which could be suggested to aid-receiving groups as probably effective in countering Communist challenges. Finally, the Academy could train members of democratic groups in other countries, be they farm groups, labor unions, political parties, government bureaucracies, or other organizations, in the political skills needed to effectively achieve democratic social goals and remain impervious to Communist infiltration.

We in the American labor movement have considerable experience in these problems. The International Department of the AFL–CIO constantly works in many ways to strengthen free, democratic labor unions throughout the world. Since 1962, the American Institute for Free Labor Development has been working in Latin America to strengthen free unions and to bring social progress directly to their members. This year the Afro-American Labor Center opened in New York to undertake a related program in the countries of Africa. I am convinced that our experience in the labor field shows that the type of research and training to be carried out by the proposed Freedom Academy will be very effective in building democratic institutions and opposing communism. Whereas our work is concerned with one specific type of institution, the Freedom Academy could operate on a broader basis and bring the benefits of democratic political training to a wider spectrum of organizations.

To look more closely at the relevant experience of the AIFLD, I should like to first describe its training program. Through local seminars in Latin America, through 3-month courses in resident centers in most capital cities, and through an additional course given at our school in Washington, D.C., young Latin American trade unionists are taught how to administer their unions, how to collect dues, how to prepare for responsible collective bargainging, how to detect Communist attempts at infiltration, and how to foil them should they occur. To date over 20,000 young unionists have passed through

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one or another phase of this training. Throughout Latin America, these trainees are now moving into positions of increasing authority within their unions, often displacing previous Communist leadership in the process.

In addition to giving the trade union leaders a thorough grounding in democratic philosophy and skills, the AIFLD gives them a concrete social program designed to bring the Alliance for Progress directly to the workers so that their tangible needs can be filled. The AFL–CIO's member unions have earmarked $67 million for lending to union housing projects in Latin America. Representatives of AIFLD's social projects department assist Latin American unions in setting up credit unions, housing cooperatives, workers' banks, and smaller self-help projects of community development. In rural areas, AIFLD experts help agrarian unions to bring knowledge of better farming techniques to their members, and to organize marketing and production co-ops to increase rural productivity and provide a better life for the peasant. When programs such as these begin operating, they provide benefits now that Communist agitators can only promise vaguely for the future, after a bloody and costly revolution. Taken together, we believe AIFLD's training and social programs offer an effective approach to building free labor institutions and in the process defeating Communist attempts at subversion.

I gather that many of these same approaches would be taught in the courses of the Freedom Academy, and on the basis of our experience in the international field of free trade unionism, we feel such instruction will be of great benefit to the cause of freedom. It is for this reason that I support the bill now under consideration.

I would like at this point to conclude by citing a few specific lessons which we have learned from our oversea labor work, and which I am sure will be beneficial to the successful operation of the Freedom Academy.

First, the Academy must broadly represent all the main strands within the American political consensus. It can succeed only if it has the full support of most major interest groups, most philosophical viewpoints, and both major parties. If it becomes the exclusive preserve of one clique, or one viewpoint, it will never get the support needed to survive. In the case of the AIFLD, its great strength is that it is supported not only by labor, but also by business; not only by liberals, but by virtually the whole sweep of U.S. political opinion, and by both Republicans and Democrats. The same must be true of the Freedom Academy. Without the full confidence of the public as a whole, the effort would be bound to fail. I hope that in drafting the bill, machinery will be provided which will be sure to reflect the views of all major groups within the American consensus.

Second, in training foreigners, the Academy should work through existing democratic organizations in developing areas. To oppose communism, people must have an alternative program to which they are committed as strongly as Communists are to Marxism. The foreign students selected should not be isolated individuals, or professional anti-Communists, but should be active members of democratic political parties, labor unions, youth groups, and other civic organizations. It is only by working through the existing democratic union movement in Latin America, which is committed to a program of social progress, that the AIFLD and the AFL–CIO has had any real effectiveness. I feel sure the same principle would apply to the Freedom Academy.

Third, the Academy should work to engage the U.S. private sector as much as possible in its efforts. This is because private efforts are less suspect abroad than the work of a government agency. Such official agencies obviously are supposed to serve the immediate foreign-policy interests of the state, whereas private groups can be presumed to have wider latitude. The Academy should train American private citizens in how to set up union-to-union, farmer-to-farmer, university-to-university and similar private relationships. The knowledge of Communist techniques and democratic political skills could best be transmitted from the Academy, to private U.S. groups, to their counterparts abroad, rather than directly from our Government to foreign nationals. This private, institution-to-institution approach has proved its merit in the experiences of the AIFLD, AFL–CIO, Credit Union International, 4–H, and other private groups.

Finally, the graduates of the Academy must promote a philosophy of social reform and economic progress in keeping with our democratic ideals. The groups chosen must be forces for progress, with programs directly attacking real social ills. While political skills and techniques are important, it is issues and program and philosophy which win political campaigns, whether in a U.S. election or in a confused cold-war situation abroad. Political gimmicks will not win the cold war. If the policy content of a group's program is not appealing, all the finely honed techniques and strategems in the world cannot help it to match the social appeals of the Communists to a desperate population. The real reason why American labor's efforts abroad have been successful is that we stand for a better deal for the worker. The political skills taught in our schools, and which will be taught in the Freedom Academy, are of value only as mechanisms to put across our social message. It is the content, not the form of politics, that counts.

I am confident that if these maxims are followed, the proposed Freedom Academy will make a great contribution to the cause of democracy throughout the world. It is this potential that led me to come here today to support the bill, and I want to thank the committee very sincerely for having given me the opportunity to come here and express my views before such a distinguished and influential forum.

Federal Support for Medical Schools, Medical Complexes, and Medical Libraries

EXTENSION OF REMARKS
OF
HON. CLARK MacGREGOR
OF MINNESOTA
IN THE HOUSE OF REPRESENTATIVES
Monday, May 17, 1965

Mr. MACGREGOR. Mr. Speaker, I am privileged to insert in the RECORD a recent letter I received from Dr. Robert B. Howard, dean of the College of Medical Sciences of the University of Minnesota. The Medical School of the University of Minnesota is one of the finest institutions of its kind in the United States and has developed many of the outstanding medical techniques used in the world today.

The administrative committee of the college recently discussed three bills now pending before the House Committee on Interstate and Foreign Commerce. They are: H.R. 3141, relating to direct support of medical schools; H.R. 3140, relating to the establishment of regional medical complexes; and H.R. 3142, relating to support for medical libraries.

I believe, Mr. Speaker, that the views of this committee of the medical school should be seriously considered by the Members of the House. Therefore, I am pleased to include Dr. Howard's letter in the RECORD:

UNIVERSITY OF MINNESOTA,
COLLEGE OF MEDICAL SCIENCES,
Minneapolis, Minn., April 1, 1965.

Hon. CLARK MACGREGOR,
House Office Building,
Washington, D.C.

MY DEAR REPRESENTATIVE MACGREGOR: The administrative committee of the College of Medical Sciences of the University of Minnesota has carefully reviewed three proposed bills which would vitally affect medical education. H.R. 3141 would provide direct support of medical schools. H.R. 3140 proposes the establishment of regional medical complexes for research, training, and demonstration of patient care in the fields of heart disease, cancer, stroke, and other major diseases. H.R. 3142 would provide support for medical libraries.

We enthusiastically endorse and urge your active support of H.R. 3141 and H.R. 3142. H.R. 3141 is particularly urgent in view of the well-known needs of the Nation's medical schools including the University of Minnesota. This urgency is increased manyfold by the likelihood of passage of some form of H.R. 3140, which would produce unparalleled demands for medical manpower. If any sort of regional medical complexes are to be established as envisioned in H.R. 3140, passage of H.R. 3141 is an absolute essential for attempting to meet the consequent manpower needs. We can only wish, in retrospect, that a bill like H.R. 3141 had been adopted several years ago in order that a lag phase of serious proportions with respect to medical manpower could have been averted.

Our administrative committee gave close attention to the details of H.R. 3140. The committee recognizes that such a proposed bill would have a profound impact on medical education and the entire practice of medicine. The expansion of research and of medical education made possible under this proposal would increase medical knowledge and facilitate the utilization of medical knowledge already at hand to reduce suffering and death from cancer, heart disease, stroke, and other major diseases. Naturally, we support the objectives of this bill, but we do have a number of areas of concern with respect to the proposal as it stands. We believe that it can be strengthened and made more workable by appropriate changes, and we are making certain observations and recommendations for your thoughtful consideration.

The University of Minnesota Medical School has been operating as a part of a "regional medical complex" for many years. It has had an effective program of continuing or post-graduate education directed at physicians especially in the area including Minnesota, North Dakota, South Dakota, eastern Montana, northern Iowa, and western Wisconsin. The Mayo Graduate School of Medicine in Rochester (formerly the Mayo Foundation) has served as an integral part of this complex.

The program established by the Minnesota Department of Health in 1956 of a Minnesota State plan for hospitals, public health centers, and related medical facilities has defined and facilitated the participation of the University of Minnesota Medical Center in an organized regional program of referral, consultation, and provision of medical services, in order words, in a "regional medical complex." According to the plan, the university medical center constitutes the base hospital for the State. The plan further

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provides the basis for a professional relationships for consultation and referral of patients between community and regional hospitals and between regional hospitals and the medical center. On the basis of our experience, we believe that a similar arrangement could be made to establish a regional medical complex for treatment of heart disease, cancer, stroke and other diseases in the broader interstate area served by the university medical school.

Inherent in the proposal to establish regional medical complexes in such a way that they must include a medical school or schools is the recognition of the fact that medical scientists and the most advanced medical facilities in the United States are located mainly at medical schools. Although more facilities might be built in a relatively few years, a significant increase in the supply of medical educators and medical scientists would require a much longer period of time. The building of new research facilities and the institution of intensive new programs which would remove an appreciable number of medical scientists from the faculties of the established medical schools would disrupt the entire program of medical education and research which we now have and thereby would defeat the purposes of the proposed legislation. Therefore, optimal utilization of our manpower in medical education and research in order to achieve the desired goals depends, in part, on the organization of the proposed new program.

The administrative committee of the College of Medical Sciences of the University of Minnesota makes the following recommendations regarding a program which would make the most effective use of manpower and facilities:

1. Medical schools have been the foundation for the advances of medical sciences and for the preparation of physicians to practice all phases of medical care. Research in medical schools has been broadly based, not sharply categorized. The interplay of ideas between the various fields of interest, both basic and clinical, has contributed significantly to these advances. Relationships between fields or specialists which may produce the most significant new discoveries are not predictable. Therefore the continuing association of scientific minds from across the broad range of medical sciences to allow free exchange of ideas constitutes the optimal environment for progress in medical research.

If the regional medical complexes are to foster and assure the greatest possible advances, they should provide support for research on a broad basis, not on a narrow categorical basis. Each medical center (or combination of centers) receiving a grant as the basic unit of a regional medical complex should have support for research, medical education, and exemplary medical care for heart disease, cancer, stroke and the other major diseases supported under this title, not just one such area.

2. Medical education to undergraduate physicians, graduate physicians, physicians in practice returning for continuing medical education and paramedical personnel should be conducted primarily at the University medical center in order to provide for the most efficient utilization of the medical faculty. The critical shortage in medical personnel is in the number of medical scientists available for teaching and research. Efficient utilization of faculty time is a paramount consideration if the greatest possible effects are to be obtained from this program. To the extent that the proposed legislation envisions our faculty members traveling about the region to various hospitals and stations we are concerned that it would make for inefficient utilization of manpower already seriously limited. Extension of knowledge into the community should rather, come about through he professional services rendered by medical students and other health personnel graduating from such an educational program and physicians returning for continuation education.

3. Continuation education of the physician in practice should become a major aspect of the proposed educational program. The legislation should support expansion of the Department of Continuation medical education into a program of clinical education for the physician returning to the medical center for short periods of intensive training as well as through the short courses which it has conducted for many years. This should include a system of stipends for physicians returning to the medical center for study.

4. It is imperative that the program so envisioned "accomplish the desired ends without interfering with the patterns or methods of financing of patient care or professional practice (sec. 900C)." Medical care must remain primarily under the direction of the local physician who will be assisted in maintaining his competence through this program of continuing education. The legislation should provide ample opportunities for and, indeed, require consultation between those responsible for administration of the regional medical complexes and the physicians practicing in the region.

5. The legislation should include provision of support for the medical and hospital care of patients needed for clinical research programs or organized teaching programs. This would make both the research and the teaching more productive.

The passage of H.R. 3140, with suitable modifications, is supported by the administrative committee of the University of Minnesota College of Medical Sciences as a means not only of extending existing programs but also as a means of developing a more adequate system for medical research and training and for more rapid application of new methods of diagnosis and therapy in medical practice.

We invite your careful consideration of these recommendations. We are continuing our intensive study of this proposed legislation, and we shall subsequently present to you further and more specific suggestions.

With best personal wishes, I am

Sincerely yours,

ROBERT B. HOWARD, M.D.,
Dean.

Operation Deathtrap

EXTENSION OF REMARKS
OF
HON. ED REINECKE
OF CALIFORNIA
IN THE HOUSE OF REPRESENTATIVES
Monday, May 17, 1965

Mr. REINECKE. Mr. Speaker, I wish to call to the attention of my colleagues a public service program which has gained wide attention, and praise, in the 27th District of California.

It is called Operation Deathtrap and it was born nearly 15 years ago as a result of appalling and recurring press reports concerning numerous deaths by suffocation of small youngsters who found themselves trapped while playing inside carelessly abandoned refrigerators or iceboxes.

Operation Deathtrap is a voluntary round-up of such carelessly stored chests-of-death performed free of charge by a civic-minded trade league, the San Fernando Valley Refuse Removal Association. The program has now become an around-the-clock, around-the-calendar collection of these lethal boxes performed at the expense of the refuse collectors themselves as their contribution to the health, welfare and safety of their community.

Since the program was started, hundreds of thousands of persons have moved to the San Fernando Valley. Current population figures have topped the million mark, and if the Valley had status as a city, it would be the seventh largest in our Nation. Despite this great population growth, not one valley child has lost his life in this way during the lifetime of Operation Deathtrap. It is my sincere prayer and trust that no valley child will lose his life in such a manner. If we are granted this good fortune, it will be in large measure due to the unselfish and civic-minded effort on the part of these fine men who are members of the association.

Operation Deathtrap was conceived by Will Chappel, San Fernando Valley civic leader and a public relations counsel, supported by Chief of Police William H. Parker and his valley command, and activated by the refuse removal operators. Working as a team, they have effected the removal of close to 1,000 of these derelict contraptions from garages, backyards, vacant lots, and other unguarded areas used by small children as playgrounds.

Their combined efforts have brought much favorable publicity to the city of Los Angeles and particularly to the San Fernando Valley. But, more important, I commend these citizents to you because of the safety legislation their efforts have inspired on the Federal, State, and city levels regulating and enforcing installations of safety devices in the manufacture of refrigerators, such as snap locks which can be opened from the inside of such appliances.

Mr. Speaker, I feel deeply and conscientiously that such a dedicated effort in my congressional district cannot go unacclaimed for long, and I respectfully submit it to you and my colleagues in this House for the recognition it so richly deserves.

Basic Combat Training

EXTENSION OF REMARKS
OF
HON. SEYMOUR HALPERN
OF NEW YORK
IN THE HOUSE OF REPRESENTATIVES
Thursday, May 6, 1965

Mr. HALPERN. Mr. Speaker, on April 8 I included in the RECORD a report on the conditions of Army basic combat training. This is a relevant issue when we speak of the need for reforming our military draft system, to make it more equitable and also more worthwhile from a military point of view.

I asked the Department of the Army for its comments on this report. I am pleased to learn that basic combat training, according to Lt. Gen. J. L. Richardson, Deputy Chief of Staff for Personnel, has undergone some fundamental im-

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